



Social Emotional Learning and Restorative Practices/Justice:

***Teaching Our Children Peer Relationship Skills for
a Safer School Climate***

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Building a Learning Community

- Join in circle introductions
- Identifying our Restorative Practices level of knowledge





Shared Agreements

- Expectations and procedures for how we will work together to make this workshop effective for all (group activity)
- Value for classroom management:
 - A collaborative process
 - Captures student voice
 - Builds ownership for expectations



Learning Objectives

You will be able to:

- Define Restorative Practices and Restorative Justice
- Describe various contexts for using RP/RJ
- Understand the RP history
- Describe the supporting framework
- Define Social and Emotional Learning
- Practice RP activities



What is Social and Emotional Learning?

SEL involves **processes** through which **children and adults** develop fundamental emotional and social **competencies** to **understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**



Restorative Practices



A **social science** that studies how to build **social capital** and achieve **social discipline** through participatory learning and decision-making.

(Wachtel, IIRP, 2013)

Restorative Practices

Includes the use of informal and formal processes that **precede** wrongdoing, those that proactively build relationships and a **sense of community** to prevent conflict and wrongdoing. (Wachtel, IIRP, 2013)



Social Capital

- Connections among individuals (Putnam, 2001)
- Trust, mutual understanding, shared values, behaviors that bind us together and make cooperative action possible (Cohen & Prusak, 2001)



Restorative Justice

A subset of restorative practices that consists of formal and informal responses to crime and other wrongdoing after it occurs.

(Wachtel, IIRP, 2013)



Social Discipline

The use of restorative practices helps to:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationships
- Repair harm

(Wachtel, IIRP, 2013)



Where Are We Using Restorative Practices?

- Education
- Counseling
- Criminal Justice
- Social Work
- Organizational Management



(Wachtel, IIRP, 2013)

History

Echoes ancient and indigenous practices from a variety of cultures, but recent history:

- Criminal justice situation 1974 – USA
- Victim offender reconciliation program – Canada (McCold, 1999; Peachey, 1989)
- Spread through North America and Europe 1980s and 1990s (Wachtel, IIRP, 2013)





Intro to RP video





Affective Statements

TYPICAL RESPONSE	AFFECTIVE STATEMENT
Stop teasing Sandy.	It makes me uncomfortable when I hear you teasing Sandy
Talking during class is inappropriate.	I am frustrated that you aren't listening to me.
You shouldn't do that.	I feel sad when you say something like that to John.
Sit down and be quiet.	I get angry when you talk and joke during my lectures.
I don't want to see you fighting with him.	I was shocked to see you hurt Pete.

Source: The Restorative Practices Handbook

Practice Affective Statements

- At your table, list three typical statements you may hear a teacher say to a student in the classroom, cafeteria, or playground
- Working as a group, re-phrase the words so that they become affective statements



Restorative Practice Questions

Questions when challenging behavior occurs.....	Questions to help those affected.....
What happened?	What did you think when you realized what had happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way have they been affected?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Source: The Restorative Practices Handbook



Why a circle?

- Illustrates equality
- Suggests joint ownership for the process
- Provides transparency
- Feels connected
- Honors the voices of all involved
- Is symbolic – circle and cycles of life



Some Types of Circles

- Circles of understanding
- Topic Circles
- Lesson Circles
- Healing Circles
- Conflict Circles
- Circles for Repairing Harm



Circle in the Square, Nancy Riestenberg



Restorative Practices Continuum

INFORMAL

FORMAL

Affective
Statements

Affective
Questions

Small
Impromptu
conference

Group
or Circle

Formal
Conference



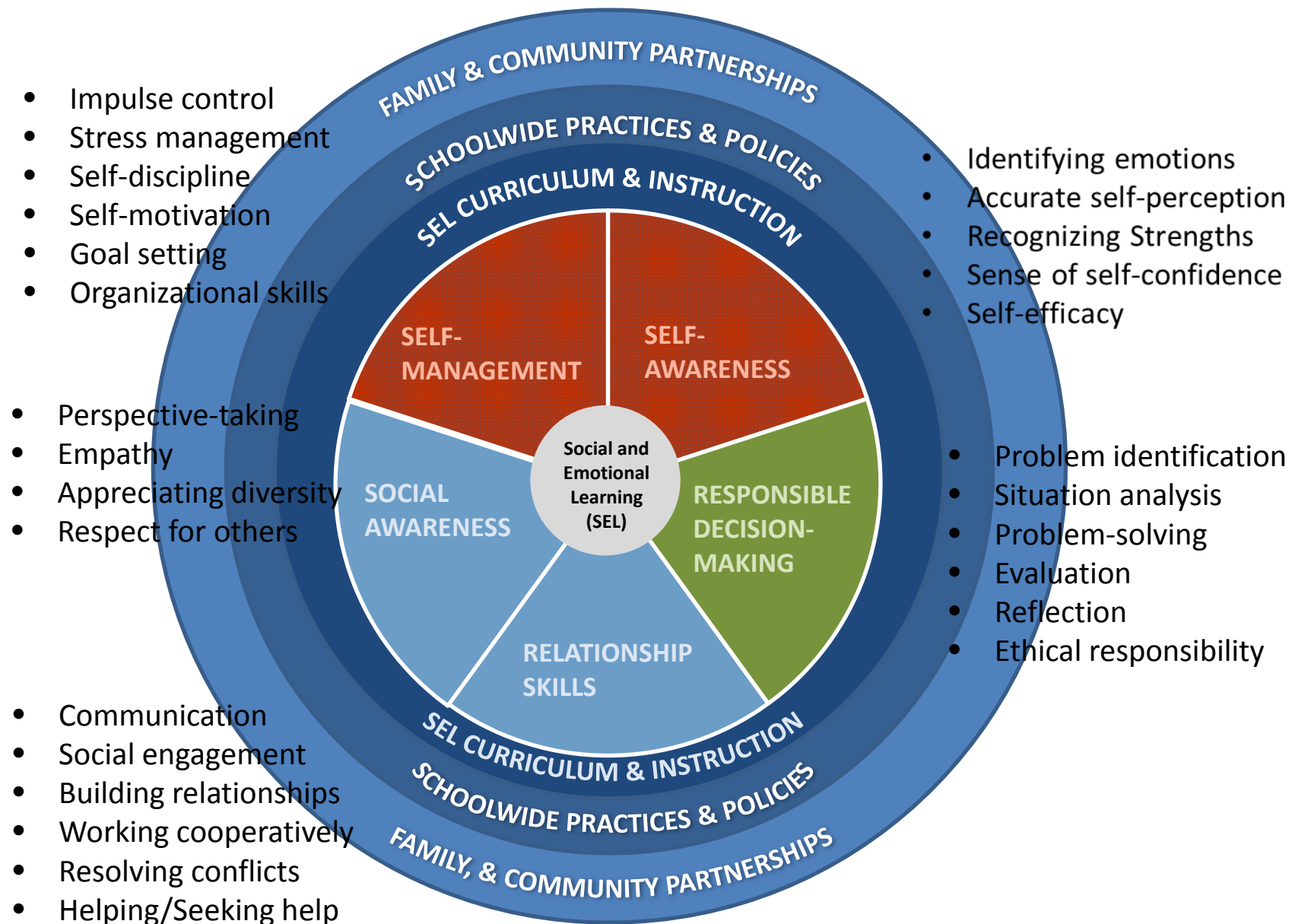
Strategies That Support Restorative Practices

- Teach SEL competencies to all students
- Set clear behavioral expectations building wide that include student input
- Develop a supportive caring school climate
- Establish clear classroom shared agreements/norms
- Maintain positive relationships
- Use humor
- Implement circles





Levels of Schoolwide SEL



Connecting SEL and RP

- Students are more equipped to solve conflict when they are explicitly taught the SEL competencies.
- Adults with strong SEL skills build appropriate relationships with other adults and students.
- Social and emotional well being promotes a supportive and caring school climate.
- SEL skills reduce inappropriate behaviors, increase prosocial behaviors and increase academic growth.



Restorative Practice Videos

- <https://www.youtube.com/watch?v=wxa-4RPDXSs>



**“By acting
compassionately,
by helping to
restore justice and
to encourage
peace, we are
acknowledging
that we are all part
of one another.”**

Ram Dass

Thank You!

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Resources:

www.casel.org

www.iirp.edu

